



Australian Government

TAEASS801 Analyse, implement and evaluate e-assessment

Release: 1

TAEASS801 Analyse, implement and evaluate e-assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to analyse a range of technology-enabled assessment (e-assessment) options that are available for the design, delivery and administration of required assessment activities in an educational work group. It develops the advanced theoretical and technical knowledge required to evaluate e-assessment processes that they are fair, flexible, valid and reliable.

The unit provides guidelines for generating e-assessment strategies for diagnostic, formative and summative assessments.

It applies to teachers, trainers, educators and facilitators who analyse, implement, manage and evaluate the application of e-assessment processes that are fair, flexible, valid and reliable.

The unit is relevant to a range of assessment activities in small, medium or large organisations, and for individuals, groups and organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse the learning context	1.1. Develop an understanding of learners and their needs, and the learning context 1.2. Review current assessment practice 1.3. Identify existing assessment resources

ELEMENT	PERFORMANCE CRITERIA
2. Plan to deliver the e-assessment	2.1. Research the types and suitability of e-assessment technologies for the assessment 2.2. Identify the requirements for the e-assessment 2.3. Plan online support for the e-assessment 2.4. Ensure staff have the required skills and knowledge for the e-assessment 2.5. Plan the scope of an e-assessment testing schedule 2.6. Source resources required to deliver the planned e-assessment 2.7. Assess and develop risk-management strategies for delivery of the e-assessment
3. Design e-assessment tasks and processes	3.1. Select the e-assessment appropriate for the learning context 3.2. Draft e-assessment resources 3.3. Design learner support materials for the planned tasks and resources 3.4. Identify tasks suitable for recognition of prior learning (RPL) options
4. Develop the e-assessment tasks and processes	4.1. Prepare e-assessment tasks and processes 4.2. Prepare assessor resources for delivery 4.3. Trial e-assessment tasks and processes 4.4. Revise e-assessment resources, based on trial feedback 4.5. Ensure the authenticity of the e-assessment tasks
5. Deliver the e-assessment for learners	5.1. Clearly inform learners of the assessment criteria 5.2. Manage the tasks associated with e-assessment
6. Evaluate the e-assessment process	6.1. Validate e-assessment tasks and processes 6.2. Evaluate e-assessment software and associated tools 6.3. Modify e-assessment processes, as required to reflect evaluation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.4	Develops an understanding of learner needs, staff skills and knowledge that underpins e-assessment strategy
Reading	1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.4, 4.4, 6.1, 6.2	Sources, analyses and interprets information to apply relevance to requirements and review, define and implement e-assessment practice
Writing	2.3, 2.5, 2.7, 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 6.1, 6.3	Documents e-assessment processes as required, in an appropriate language in a format and style
Oral communication	1.1, 5.1	Leads communication to clarify needs, elicit learner and staff requirements, conduct e-assessments and provide feedback
Interact with others	2.4	Collaborates with others sharing information to build skills and knowledge required to achieve agreed outcomes Cooperates with others to clarify understanding and seek feedback
Get the work done	1.1-1.3, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2, 6.1-6.3	Uses systematic, analytical processes in complex, routine and non-routine situations gathering information and identifying, and evaluating options based on organisational needs Plans, organises and completes work according to strategy, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Evaluates effectiveness of products and processes to inform strategic decisions Uses information and communications technology (ICT) based tools to design and develop products ,and processes and to manage data and records

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS801	TAEASS801	Updated to	Equivalent

Code and title current version	Code and title previous version	Comments	Equivalence status
Analyse, implement and evaluate e-assessment	Analyse, implement and evaluate e-assessment	meet Standards for Training Packages	unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS801 Analyse, implement and evaluate e-assessment

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- analysing, implementing and evaluating at least one e-assessment for a specific candidate or group, which must include:
- planning for the e-assessment, with consideration for the candidate's needs and existing resources
- designing and developing e-assessment processes, and tasks, for the candidate or group
- evaluating the e-assessment tasks and processes.
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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- contemporary policy and approaches to e-learning and e-assessment
- how the rules of evidence, and principles of assessment, apply to an e-assessment
- content of relevant online learning resources and learning materials
- design and management of e-assessment resources
- e-assessment options that enhance learning, and when to use them
- effective learning and assessment principles
- appropriate teaching, learning and assessment strategies, and an understanding of e-assessment methods
- learning styles suitable for e-assessment
- situations and contexts where e-assessment can be used
- sources and availability of relevant e-assessment resources and materials
- quality assurance processes to ensure integrity of e-assessment.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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